



NYUSteinhardt Metropolitan Center for Urban Education New York State Spanish BETAC



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RESEARCH AND PRACTICE

Teaching Writing to English Language Learners

By Marguerite Lukes

In “Mother Tongue,” author Amy Tan reflects on her love of language and the many varieties of English that she grew up with as the child of Chinese immigrants. As a college freshman, she changed her major from pre-med to English, defying those who told her that writing was her weakest skill. She went on to publish five bestsellers, numerous essays and children’s books. Tan muses that today there are still many students like her “whose English spoken in the home might be described as ‘broken’ or ‘limited,’” and whose teachers may be “steering them away from writing and into math and science.”

Many English Language Learners (ELLs) and former ELLs are either told explicitly that they are not good writers or they come to that conclusion on their own, often after years of negative feedback from teachers unfamiliar with how best to work with ELLs. Linda Fernsten’s recent article “Writer Identity and ESL Learners” underscores the frequent emphasis in teaching writing to ELLs on what is “broken” (as in “broken English”) and how this can impact students’ self esteem and undermine their creativity and desire to express themselves through writing. Scholars, such as Jim Cummins, stress the importance of allowing English Language Learners to incorporate their mother tongue into the writing process as a stepping stone toward English. Cummins recommends teaching for language transfer so that students can build upon the native and other language skills they bring to the classroom. In practice, this requires a great deal of scaffolding to give students support in expressing meaning in whatever language is most available to them given the academic purpose of the moment. This support is essential so that students are not, as one student described it, “just coloring with crayons.”

The most widely accepted means of teaching writing is as a process. The writing process teaches students to write as real writers do, rather than solely emphasizing grammar and a final product. This technique was at one time revolutionary but has now come to be second nature for many teachers (Calkins & Harwayne, 2001). Although some critics claim that teaching the writing process and writer’s workshops places too much emphasis on expression and not enough on correctness, the foundation of this method is the teaching of skills in context as a path to fluency and mastery. Editing is taught later in the process as a critical step in finalizing the product. Teaching writing as a process allows the incorporation of native language fluency into the learning of English because students can express meaning initially in their native language. Meaning expressed initially in the native language can gradually transfer to English.

Decades of research on teaching writing reveal core principles regarding the teaching of writing development to English Language Learners:

- ELLs can express meaning in written form as early as the beginning level of language learning
- Second language learners should be engaged in the feedback and editing process to promote both writing skill and oral fluency, as well as negotiation of meaning

(Continued from page 1)

- ELLs can respond to the works of others and use other students' responses to their work to make substantive revisions in their creations
- Writing opportunities must be frequent and have meaning for the student
- Writing ability in the native language provides second language learners with both linguistic and nonlinguistic resources that they can use as they approach second language writing
- ELLs are "writers in process," not "bad writers"
- Second language learners can be taught to apply the knowledge about writing gained in first language settings to second language settings (i.e. linguistic knowledge can be transferred from one language to another.) (Hudelson, 1988).

Specific strategies that promote writing with English Language Learners include the:

- Use of journals and writers' notebooks to promote fluency and provide a space for expression that is low-stress
- Incorporation of writing workshop strategies to help students become comfortable with all stages of the writing process: drafting, sharing, and revising
- Emphasis on effective communication, rather than solely stressing grammatical accuracy
- Encouragement of students to write in their native language to help their English writing
- Use of the Language Experience Approach (LEA) for students with limited literacy, to enable them to write and read their own words
- Making of the reading-writing connection by exposing ELLs to a range of literature and genres, and providing students with opportunities to write and share
- Inclusion of writing activities into content-area lessons to help ELLs become comfortable with different types of academic writing.

Assessment of writing can be done in a variety of ways, from using writing folders to collecting work systematically, to using checklists and anecdotal records to document changes in writing over time. Teacher observations may be conducted periodically to capture students' writing behaviors and strategies. Children themselves may be asked to compare samples of their writing so that they may comment on their own progress.

References

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EYE ON THE CLASSROOM

Dr. Jim Cummins on Literacy Engagement-A Key to Literacy Achievement

By Dr Irene C. Pompetti-Szul

Dr. Jim Cummins from the Ontario Institute for Studies in Education at University of Toronto addressed an audience of educators on Friday, January 23rd at the NYC BETAC Network Teacher Institute. Dr. Cummins has done extensive research on second language and literacy acquisition over the past three decades, and he had much to offer the conference participants.

Dr. Cummins emphasized the need for ELLs to learn academic English, and differentiated academic English from conversational English, which is learned more easily through social interaction. Whereas conversational English develops within the first one to two years, it takes students at least five years to learn the academic language they need to succeed. Moreover, academic language needs to be taught since it is encountered in written texts and not normally encountered as a spoken language.

According to Dr. Cummins, a key to literacy achievement for English Language Learners is *literacy engagement*. Given that literacy engagement is a powerful predictor of school success – more powerful than socio-economic status - Dr. Cummins recommended an “inspirational pedagogy” to foster classroom interactions that generate high levels of academic engagement. “Inspirational pedagogy” is characterized by cognitive challenge and instructional scaffolding that enables success. It also affirms the identities of students and uses language to generate knowledge, create literature, and act on social realities. An example of such pedagogy is described in Alma Flor Ada and Isabel Campoy’s book, *Authors in the Classroom*, in which students learn to write from their life experiences. Dr. Cummins also cited the example of students doing research to answer “big questions” such as “What are some ways in which communities are the same and different?” A third example is a student project to interview elders in order to discover what they want to pass on to the next generation. All three examples involve extensive use of language and interactions with oral and written texts.

Dr. Cummins’ also advocated affirming students’ identities. Since learning involves integrating new knowledge with old, a student's native language should be affirmed and built upon. Dr. Cummins supports teaching the transfer of skills from one language to another. He was critical of scripted curricula and felt that focus of Reading First on decoding skills is insufficient for reading success, especially because it neglects the affective component of reading engagement. A particularly useful connection for Spanish-speaking students is that of being introduced to cognates. In English, the word “speed” is commonly used in conversation. Less common in conversation, but more common in academic texts is the related word “velocity.” Just as much of academic English is based on Latin, Spanish also has a Latin base. If students know the Spanish word *velocidad*, they can more easily learn the English word “velocity.” In order to ensure that this transfer takes place, students should be explicitly shown the connection.

According to Dr Cummins, although academic English is critical for ELLs, policymakers are reluctant to address it because of the length of time it takes to master. Characterizing standardized tests as a “bizarre genre,” Dr. Cummins said that policymakers have blind spots when it comes to ELLs. Clearly the challenge of time is one that requires more attention.

NYSABE Conference: Bilingual Special Education Strand - March 13 & 14, 2009

A keynote speech by Dr. Shernaz García, of the University of Texas at Austin, kicks off this year’s Bilingual Special Education Strand, which will take place during the NYSABE conference on March 13 and 14. Tapping into over 20 years of research conducted with Dr. Alba Ortiz on pre-referral and effective instruction for ELLs, Dr. Garcia will present on models of Response to Intervention for ELLs which include native language instruction as an integral part of core instruction in Tier I. A panel of school district bilingual education and special education directors and regional technical assistance providers will respond to Dr. Garcia’s presentation with examples of how RTI is being implemented with ELLs in school districts across New York State.

HANDS-ON RESOURCES

Websites in Spanish for Foreign Language Teachers

By Nellie B. Mulkay

February is “discover languages month” and therefore the perfect time of the year for teachers to examine their accomplishments in the classroom and replenish their energies with a fresh eye on the resources available online. Foreign language teachers are well acquainted with many professional publications, such as *Foreign Language Annals*, the official journal of the American Council on the Teaching of Foreign Languages, *NECTFL Review*, the official journal of the Northeast Conference on the Teaching of Foreign Languages, *Hispania*, the official journal of the American Association of Teachers of Spanish and Portuguese, and *PMLA*, the official journal of the Modern Language Association of America, to name a handful. The field explodes with resources when we move on to the Internet. Beyond Google, Yahoo!, Altavista and Babelfish, foreign language teachers seek access to literature at a moment's notice - new or rare, quick readings or the classics; the web is constantly offering new sites to help design the perfect lesson.

To begin, Spanish language teachers may find useful a visit to:

<http://www.fsu.edu/~modlang/sp-cai/coursesite/SearchEngines.htm> for an extensive selection of Spanish language search engines; or <http://www.fsu.edu/~modlang/sp-cai/coursesite/OnlineResources.htm>, for Spanish language websites. Beyond these, here are some of my many current favorite sites.

Spanish On-Line texts through the "Centro Virtual Cervantes": <http://cervantesvirtual.com> ; <http://planetalibro.net/ebooks/eam/index.php> and <http://www.gratislibros.com.ar/> for free books.

The home page of the Real Academia Española: <http://www.rae.es/>
The Instituto Cervantes website: <http://cvc.cervantes.es/portada.htm>
Página de la lengua española: <http://www.dat.etsit.upm.es/~mmonjas/espannol.html>
La Página del idioma español: <http://www.el-castellano.com/>
BitBiblioteca: <http://www.analitica.com/bitbliblioteca/home/>
El sitio de la lengua castellana: <http://www.lenguaje.com/>

INFOLING list, based at the University of Barcelona, which disseminates bibliographic and other information about the Spanish-speaking world: <http://listserv.rediris.es/archives/infoling.html>

TECHABLA: Tecnología del habla: <http://listserv.rediris.es/archives/techabla.html>

MEDIBER: An Internet Discussion Group for Medieval Iberia: <http://www.uv.es/~lemir/Mediber.html>

Spanish Language: History Voces y letras hispánicas, from the Centro Virtual Cervantes: <http://cvc.cervantes.es/obref/dvi/>

Virtual pilgrimage along the Camino de Santiago: <http://www.humnet.ucla.edu/santiago/iagohome.html>

Medieval Literary Resources: <http://andromeda.rutgers.edu/~jlynch/Lit/medieval.html>

Corpus of Historical Spanish Texts (searchable): <http://mdavies.for.ilstu.edu/corpus/>

Teaching and learning resources from the CTI, Hull: <http://www.hull.ac.uk/cti/langsite/>

A general Spanish language learning site: <http://www.spanishlanguage.co.uk/>

A list of on-line Spanish dictionaries: <http://www.yourdictionary.com/languages/romance.html#spanish>

Diccionario ANAYA: <http://www.diccionarios.com/>

LOGOS dictionary project: <http://www.logos.it/query/query.html>

An interesting suite of programs which will parse words and generate morphological derivatives (including verb forms) from the Universidad de Las Palmas: <http://www.gedlc.ulpgc.es/>

Vademécum de español urgente: <http://www.efc.es/> also: www.vademecum.es/

Spain El habla en Cantabria: <http://personales.mundivia.es/llera/habla01.htm>

The home page of the Academia Norteamericana de la Lengua Española:
<http://www.georgetown.edu:80/academia/>

Links to a large number of sites holding electronic texts in Spanish:
<http://www.ucm.es/info/especulo/numero6/lite> www.htm

The text of many comedias: <http://www.coh.arizona.edu/spanish/comedia/textlist.html>

Electronic corpus of spoken Spanish at the Universidad Autónoma de Madrid:
<http://elvira.llf.uam.es/corpus/corpus.html>

Spanish philosophers on-line: <http://www.filosofia.org/autores.htm>

Links to a large number of sites holding electronic texts in Spanish:
<http://www.dat.etsit.upm.es/~mmonjas/lit.html>

Arthus, a virtual text project at the Universidad de Santiago de Compostela:
<http://www.sintx.usc.es/Arthus.html>

Links to a number of on-line texts, especially Latin American:
<http://www.mundolatino.org/cultura/Literatura/Textos/>

A collection of literary texts, mainly medieval and Golden Age, with good interactive materials:
<http://aaswebsv.aas.duke.edu/cibertextos/>

University of Virginia links to Spanish e-texts: <http://www.lib.virginia.edu/wess/etexts.html#spanish>

The works of Gonzalo de Berceo: <http://www.geocities.com/urunuela1/berceo/berceo1.htm>

The works of Miguel de Cervantes: <http://www.csdl.tamu.edu/cervantes/spanish/ctxt/>

The works of Federico García Lorca: <http://www.fut.es/~picl/libros/glorca/gl000000.htm>

An interactive version of the Poema de mio Cid, with glossaries, concordance and background information:
<http://aaswebsv.aas.duke.edu/cibertextos/MIO-CID/index.html>

On-line journals - Estudios de Lingüística Española (international e-journal based at the Universitat de Barcelona): <http://elies.rediris.es/>

Spanish Press: a comprehensive directory of newspapers and magazines in Spanish can be found at
<http://www.el-castellano.com/prensa.html>

There are more websites ...but let's wait for another day!



FACES OF NYU

Dr. Cristina Marín

The Theater of the Oppressed, established in the early 1970s by Brazilian director and Workers' Party (PT) activist Augusto Boal, is a form of popular theater, of, by, and for people engaged in the struggle for liberation. More specifically, it is a “rehearsal” theater designed for people who want to learn ways of fighting back against oppression in their daily lives. Dr. Christina Marín, much lauded professor of Educational Theatre and award-winning stage director, teaches in NYU’s Department of Music and Performing Arts Professions. Her work in the area of Theater of the Oppressed has crossed borders of all types, and her passion for working with students cannot be concealed. She has conducted workshops throughout the NYU community in the Department of Residential Education and at the Spring Orientation for Masters’ students in the Silver School of Social Work. She has also worked with young people in high school settings in and around the metropolitan area.

Dr. Marín believes that this work has the potential to resonate strongly with teachers of immigrant students because it is a way into critical discussions regarding issues of power, access, and education. Students new to this country can sometimes find language to be a barrier when they first arrive. These techniques help students and teachers open up “corporeal conversations” through the games and exercises developed by Boal and others in the field of Applied Theatre. As they express their thoughts and perspectives through the creation of still images with their own bodies, and sculpt their classmates into images that depict diverse situations, they diminish the importance of verbal communication and give value to each participant’s interpretation.

While she realizes that some teachers may shy away from such risky classroom activities, Dr. Marín hopes to encourage educators to try these methods out and experiment in their different settings. Recently, while in residence at a high school in Brooklyn, working on a project using Theater of the Oppressed techniques to motivate a dialogue with local students regarding the Human Rights violations in Darfur, Marín was moved when a young man thanked her toward the end of the session. “Professor, this is the first time anyone has taught me that you can learn through the body and experience more than just what is written in books. This work has me really thinking about the lives of the people in Darfur. I just really want to thank you for sharing this work with us.”

When we reach beyond the strictly cerebral, academic approach to education and focus on activities that experientially and holistically involve our bodies, voices, souls, and minds, we can reach deeper into the connections that bind us with all people. We are able to explore the narratives of our lives here and the narrative of lives lived in distant places. This is especially true for immigrant students, as so many of them live fractured lives. Through this work, Dr. Marín hopes to partner with more educators and artists to open up spaces for critical dialogue and help students positively transform their current situations through a more equitable and accessible system. Together we have the opportunity to make change a reality. The theatre offers us a platform on which to stage the revolution.



HOME-SCHOOL CONNECTIONS

Bilingual Pupil Services: A program that helps paraprofessionals to become bilingual teachers!

By Elieser DeJesus

Bilingual Pupil Services (BPS) is a program which operates within the Division of Human Resources of the New York City Department of Education through the Office of School Based Support Services. The purpose of BPS is to prepare and train bilingual paraprofessionals in pursuit of a teaching career to support and serve English Language Learners (ELLs) in Title I elementary schools. The goal of the program is to promote the linguistic and academic progress of students whose primary language is Spanish, Chinese, or Haitian-Creole by providing supportive instructional services through the assignment of BPS teacher interns.

Upon admission into the BPS program, interns are placed in a bilingual or ESL setting at participating schools throughout NYC and receive salary and benefits as UFT paraprofessionals while they take college classes. The program also pays for 9 credits of college tuition per semester at any of the participating senior colleges for an accredited program leading to a Bachelor's degree and New York State certification in bilingual education, bilingual special education, or ESL, as well as offering professional development, educational resources, exam prep workshops, mentorship, and job placement assistance.

In order to be considered for the BPS Program, prospective candidates must meet the following eligibility requirements:

- Fluency in English and one of the following languages: Spanish, Chinese, or Haitian-Creole, as demonstrated by performance on a written assessment and oral interview
- Enrollment in an undergraduate teacher certification program at a participating college or university (with a bilingual education, bilingual special education or ESL track at the K-8 level)
- Accumulation of at least 90 college credits toward a Bachelor's Degree in education, and a minimum GPA of 2.8
- U.S. citizenship or legal permanent residency as required by the New York State Education Department for certification
- Completion of mandated Child Abuse Identification and School Violence Prevention and Intervention workshops
- A passing score on the Liberal Arts & Sciences Test (LAST)
- College transcript(s) for verification of credits and performance

In June, 18 participants successfully graduated with New York State certification and 17 found full time teaching positions in their respective areas. With the new enrollment of 20 interns in the fall of 2008, the number of BPS interns has risen to 53. The Bilingual Pupil Services program would like to admit more bilingual candidates who are enthusiastic and committed to working with English Language Learners in New York City schools.

Online applications for the BPS program may be submitted at www.teachnycprograms.net

Please forward all inquiries and/or documents to:

New York City Department of Education
Division of Human Resources
Bilingual Pupil Services
65 Court Street – Room 504
Brooklyn, New York 11201

BPS@schools.nyc.gov

Phone: 718-935-3913

Fax: 718-935-2677

Culturally Responsive Teaching in Honor of Black History Month

February is Black History Month. Call students back to order from group work in class by using a “call and response” technique. Teach students that as soon as you say “ahlay, ahlay, ahlay, they respond “ahmay, ahmay, ahmay.” Say the words quickly and rhythmically to get students’ attention in class. Students will respond in kind.

College Assistance for Latinos

A new website designed to help Spanish-speaking students prepare for and succeed in college is now available. Designed by motivational speaker and writer Mariela Dabbah, the site offers a wealth of resources and information to assist Latinos in navigating the often confusing path to college. For example, under "Resources" the website lists the following:

First In The Family To Attend College
Scholarships And Financial Aid
Mentoring Programs
Roommates
Academic Tools And More
Community Colleges
Greek Organizations
Time Management
Hispanic Professional Associations
Networking Tools

Overcoming Homesickness
Leadership Development
College Selection
Choosing Your Major
Exchange Programs For Out Of State Students
Universities Online
Social Networks
Money Management
Studying Abroad
Self Help

Then, to help ensure that Latinos read widely and become well educated, the site links to information on the Great Books website. Mariela Dabbah is the author of *Help your Children Succeed in High School and Go to College*, *Help your Children Succeed in School*, *How to Get a Job in the U.S.* and the co-author with Arturo Poiré of *The Latino Advantage in the Workplace*. For more information, visit www.latinosincollege.com

NEW YORK STATE EDUCATION DEPARTMENT NEWS

The information below is from the Office of Curriculum, Instruction and Instructional Technology's **e-blast**, which can be found at <http://www.emsc.nysed.gov/ciai/EBlasts/eblast.html#professional>.

March 6 & 7, 2009 **Celebration of Teaching & Learning Conference: Where Knowledge Meets Inspiration** at the New York Hilton. The 4th annual Celebration of Teaching & Learning will host dynamic panels, speakers, and workshops from eight content strands, including Literacy. Friday kicks off with a rousing Opening Plenary on literacy featuring Sesame Workshop's new cast of "The Electric Company." Sesame Workshop will also host an interactive panel on Saturday with curriculum and research specialists offering insight and classroom applications. Plus later on Saturday, a stimulating panel features renowned children's book authors including Tony Abbott, Shana Corey, and Myles and Sandra Pinkney, along with curricular expert and author, Francie Alexander, Scholastic's Chief Academic Officer, who will have a discussion moderated by Kylene Beers, President of NCTE, about how to foster a love of reading in students. Visit thirteencelebration.org to register.

NEW! 2009 American Civic Education Teacher Awards

February 23, 2009 is the application deadline for individuals who wish to be considered for the 2009 American Civic Education Teacher Awards (ACETA). The Awards are given annually to elementary and secondary teachers of civics, government and related fields who have demonstrated exceptional expertise, dynamism and creativity in motivating students to learn about Congress, the Constitution, and public policy. The ACETA program is jointly sponsored by the Center on Congress at Indiana University, the Center for Civic Education, and the National Education Association. Each year the ACETA program selects and showcases three teachers who are doing exemplary work in preparing young people to become informed and engaged citizens. Applicants must be full-time classroom teachers of grades K-12. The honored teachers receive an all-expenses-paid trip to Washington, D.C., in July to participate in an educational program that includes observing floor sessions and committee hearings in Congress, meeting members of Congress and other key officials, and visiting sites such as the National Archives and the U.S. Supreme Court. The winners also are recognized at a national conference of civic educators. There is no fee to apply. In addition to a two-page "self-portrait" essay, applicants must submit three letters of recommendation - two from teaching peers and one from their school principal. The application form is at http://www.centeroncongress.org/learn_about/feature/2009_aceta_call_for_apps.php.

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CALENDAR OF SPANISH BETAC ACTIVITIES *

*Additional workshops and conferences will be announced during the month and in future bulletins.

SPECIAL EVENTS!

Thursday, March 12, 2009: *Voces Hispánicas III: Reading, Writing, and Teaching Strategies with Tesoros de Lectura*, featuring *Tesoros de Lectura* authors **Gilberto Soto** and **Josefina Tinajero**.

Location: NYU's Washington Square Campus. To register, send an e-mail to nyssbetac@gmail.com. In the subject line, write "VOCES III March 12." Priority Audience: Bilingual, Dual Language (Spanish-English), Heritage Language and FLES Program Educators, Grades K-8.

Saturday, March 14, 2009: the 2009 Latino College Expo will be hosted by NYU Steinhardt's Metro Center for Urban Education. Location: New York University's Kimmel Center, 60 Washington Square South in Manhattan. High school counselors will receive information about this event. Urge your students to participate.

Friday, May 1, 2009: *Voces Hispánicas IV - Authors in the Classroom: a day with Alma Flor Ada and Isabel Campoy*. Location: NYU's Washington Square Campus. To register, send an e-mail to nyssbetac@gmail.com. In the subject line, write "VOCES IV May 1." Priority Audience: Bilingual, Dual Language, Heritage Language and FLES Program Educators, Grades K-8.

Friday, May 15, 2009: Children's & Young Adult Literature Symposium. Location: Cervantes Institute, New York. Information on speakers and registration will be made available soon!

Friday, May 29, 2009: New York State Spanish Spelling Bee
Winners of school and district spelling bees in grades 4, 5, 6, 7, and 8 will compete in the final statewide competition. Location: Scholastic Auditorium. Watch the event on *NY1 - Noticias en Español*.

Upcoming Workshops

March 19th, 2009 (12 - 3:30 pm): Spotlight on English: Targeting Academic Vocabulary.

Location: NYU Washington Square Campus. Learn strategies to help students master academic English and content area concepts while developing English language skills. A light lunch will be provided. To register, send an e-mail to nyssbetac@gmail.com. In the subject line, write "March 19th Spotlight on English".

April 22, 2009 (12 - 3 pm): Teaching With *The New York Times* for Teachers of English Language Learners. The use of the newspaper for K-12 high intermediate/advanced English Language Learners will be the topic of this workshop for teachers and administrators conducted by Mark Bechara, Senior Education Manager, *The New York Times* Newspaper in Education Program. A light lunch will be provided and participants can sign up for free classroom subscriptions to *The New York Times*. Certificates for 6 PD hours will be provided. Register at: nyssbetac@gmail.com. In the subject line, write "April 22 NYTimes Workshop".

STATE AND NATIONAL CONFERENCES

National Association for Bilingual Education
(NABE)

February 18 – 21, 2009

Austin, Texas

www.nabe.org

Teachers of English to Speakers of Other
Languages

March 26 - 28, 2009

Denver, CO

www.tesol.org

International Reading Association (IRA)

Feb. 21 – 25, 2009

Phoenix, AZ and

May 3 – 7, 2009 in Minneapolis, MN

www.reading.org/

American Educational Research Association
(AERA)

April 13-17, 2009

San Diego, CA

www.aera.org

California Association for Bilingual Education
(CABE)

Feb. 25 – 28, 2009

Long Beach, CA

<http://www.bilingualeducation.org/>

Northeast Conference on the Teaching of Foreign
Languages (NECTFEL)

April 11 - 16, 2009

New York City Marriott Marquis

www.nectfl.org

26th Annual Effective Schools Conference

March 4-7, 2009

Doubletree Paradise Valley

Scottsdale, AZ

1-800-733-6786

www.solution-tree.com

Commission on Adult Basic Education (COABE)

April 18-22, 2009

Louisville, KY

www.coabe.org

NYS Association for Bilingual Education
(NYSABE)

March 12 - 15, 2009

Tarrytown, NY

www.nysabe.org

National Educational Computing Conference
NECC

June 28- July 1, 2009

Washington, DC.

www.necc.org

Association for Supervision and Curriculum
Development (ASCD)

March 14-16, 2009

Orlando, FL.

www.ascd.org

National Association for the
Education of Young Children
Annual Conference

November 18-21, 2009

Washington, D.C.

<http://naeyc.org/conferences/>

AATSP 91st ANNUAL CONFERENCE

Albuquerque, New Mexico

JULY 9, 2009 - JULY 12, 2009

www.aatsp.org

NYSATFL

2009 Annual Conference

October 9-11, 2009 Buffalo, New York

www.nysatfl.org